

	Middle Years Programme	Form F3.1
	<b>Moderation coversheet: Subjects</b>	

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

S c h o o l

name: Victoria Shanghai Academy School code: 2634

Student's name/number: Tasha Casberg Subject: Standard Math

The student's work is (please mark box):

☐

comparatively good

☒

average

☐

comparatively weak

Nature and title of assessment task		Criteria					
		A	B	C	D	E	F
1. The Bench	Teacher	6			3		
	Moderator						
2. Patterns in Probability	Teacher		3	3			
	Moderator						
3. A Special Matrix	Teacher		4		4		
	Moderator						
4. Test	Teacher	2		3			
	Moderator						

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Bonnie Luk

Signature of teacher: \_\_\_\_\_

Date: \_\_\_\_\_

March 20,  
2012

Names of teachers involved in internal standardization for this subject:

Bonnie Luk, Les Millard

Teacher's comments:

Criterion	Grade	General Remarks	Why This Grade
Bench A	6	Tasha is able to provide a mixture of non-linear and quadratic equations	The selection of the equations is appropriate. With a mixture of quadratic equations.  Yet, there are no unfamiliar type of equations is found.
	3	Tasha managed to research over the internet. Some first hand information, the measurements, are recorded.	The information are shown with in the task. However, further explanation is required as to gain a higher grade.
Prob B	3	Tasha is unable to found the pattern as the skills on fractions is holding her back.	She is unable to write down the relationship with the given data. Credit was still given to her for the systematic methods she used.

Criterion	Grade	General Remarks	Why This Grade
<b>Prob C</b>	3	The logic is easy to follow, although a few errors are made.	As the task is incomplete, she can only be award the grade as the logic is present with some success.
<b>Matrix B</b>	4	The pattern is discovered and presented.	Further explanations or a conclusion is required for the next grade is awarded.
<b>Matrix D</b>	4	Tasha is able to describe her findings and base on the question.	Tasha is not able to clearly describe the importance of her findings in the real life.
<b>Test A</b>	2	Only able to complete most of the simple questions.	The rest of the task is either blank or wrong answer is given without workings.
<b>Test C</b>	3	The logic is clear for the few questions she is able to attempted.	Again, no workings are provided for the later part of the paper.